

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.SCEOC.ORG

843-899-8840

843-899-8600

843-899-8602

AVERAGE

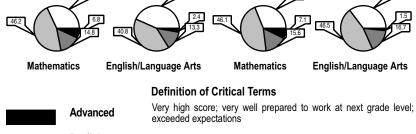
ND

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

**Our School** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003 2004	Average	Below Average	No

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Proficient Well prepared to work at next grade level; met expectations

Middle Schools with Students like Ours

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	85	373	142
Percent satisfied with learning environment	85.2%	69.4%	72.1%
Percent satisfied with social and physical environment	84.3%	77.7%	63.8%
Percent satisfied with home-school relations	37.3%	82.6%	58.6%

Berkeley Middle								801012
PACT PERFORMANCE	E BY GR							cient and stranged
	/	Rent Testing	lested ologic	ole Solution	/ is /	Proficient of	Advanced on Profit	cient and st
	olic	in of Lea	(65tb)	ON	Basic ol	Stoj.	Advio Orofi	cient anced
	Em C	83 010	0/0/2			0/0	, 0/0	*/ s
All ( )				igiisii/Lai		rts		
All students	1,205	99.3	43.5	40.8	13.3	2.4	15.8	17.6
Gender	C44	00.4	40.2	20.4	11.1	1.0	10.0	17.6
Male Female	641	99.4	49.2	38.4	11.1	1.2	12.3	17.6
Racial/Ethnic Group	564	99.3	36.9	43.3	15.9	3.9	19.7	17.6
White	720	99.4	36.0	44.3	16.1	3.6	19.7	17.6
African-American	457	99.6	54.5	35.8	9.0	0.7	9.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	22	90.9	78.6	21.4	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	3	100.0	TN/F\	14/74	14/74	11//-1	TV//A	17.0
Not disabled	984	99.4	35.9	45.0	16.1	3.0	19.1	17.6
Disabled	221	99.1	77.1	22.0	1.0	N/A	1.0	17.6
Migrant Status	241	50.1			1.0	. 1// 1	1.0	.,.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,205	99.3	43.6	40.7	13.3	2.4	15.8	17.6
English Proficiency	.,200							
Limited English proficient	9	88.9	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,196	99.4	43.1	40.7	13.7	2.5	16.2	17.6
Socio-Economic Status								
Subsidized meals	712	99.2	52.8	38.4	7.9	0.9	8.9	17.6
Full-pay meals	493	99.6	30.6	44.0	20.9	4.5	25.4	17.6
A.II					matics			
All students	1,205	100.0	32.2	46.2	14.8	6.8	21.6	15.5
Gender		400.0	24.4	40.0	40.0	0.1	00.4	45.5
Male	641	100.0	31.4	46.2	16.0	6.4	22.4	15.5
Female	564	100.0	32.9	46.3	13.5	7.3	20.8	15.5
Racial/Ethnic Group White	720	100.0	23.4	47.8	18.8	10.0	28.8	15.5
African-American	720 457	100.0	45.0	44.6	8.7	1.7	10.4	15.5
Aincan-American Asian/Pacific Islander		0.0	45.0 N/A	44.6 N/A	N/A	N/A	N/A	15.5
Hispanic	N/A 22	100.0	60.0	26.7	N/A	13.3	13.3	15.5
American Indian/Alaskan		100.0	60.0 N/A	26.7 N/A	N/A N/A	N/A	N/A	15.5
Disability Status	3	100.0	IN/A	IN/A	IN/A	IN/A	IN/A	10.0
Not disabled	984	100.0	25.8	48.8	17.0	8.4	25.4	15.5
Disabled	221	100.0	60.2	35.0	4.9	N/A	4.9	15.5
Migrant Status	221	100.0	50.2	55.0	7.0	14// 1	7.0	.0.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,205	100.0	32.1	46.2	14.8	6.8	21.6	15.5
English Proficiency	.,200							
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,196	100.0	31.2	46.6	15.2	7.0	22.2	15.5
Socio-Economic Status								
Subsidized mode	710	100.0	20.2	46.0	12 F	2.0	115	15.5

39.3

22.1

46.2

46.4

12.5

18.0

2.0

13.5

14.5

31.5

15.5

15.5

100.0

100.0

493

Subsidized meals

Full-pay meals

# PACT PERFORMANCE BY GRADE LEVEL

FAL		IRMANL	_					
		Enrolle.	ay of Testing	/ , ,	alow Basic	/	Proficient old	Advanced Advanced
		JIM	ell (see,	lested ala Bi	ONP	Basic ol	Profil.	Advanced Advanced
		Enro.	940 0/0	0/086	0/0	0/0	0/0	Advanced Advanced
			/	English	n/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	384	N/A	38.9	38.1	20.4	2.6	23.0
	Grade 7	388	N/A	34.2	46.2	17.2	2.3	19.6
	Grade 8	360	N/A	34.1	46.0	17.6	2.3	19.9
_	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ဗ	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	424	99.5	48.5	32.7	13.7	5.2	18.8
	Grade 7	375	98.9	38.2	46.0	14.9	0.9	15.8
	Grade 8	406	99.5	43.2	44.3	11.5	1.1	12.5

	Mathematics												
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
20	Grade 6	384	N/A	36.8	41.8	16.4	5.0	21.4					
	Grade 7	388	N/A	40.5	37.6	14.1	7.8	21.9					
•	Grade 8	360	N/A	34.8	51.6	11.0	2.5	13.6					
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
20	Grade 6	424	100.0	32.6	40.1	18.8	8.5	27.2					
	Grade 7	375	100.0	32.9	46.6	13.1	7.4	20.6					
	Grade 8	406	100.0	31.0	52.3	12.2	4.5	16.7					

# SCHOOL PROFILE

O	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,258)				
Students enrolled in high school credit courses (grades 7 & 8)	12.4%	Down from 17.0%	11.5%	14.4%
Retention rate	7.6%	Up from 6.9%	3.0%	2.3%
Attendance rate Eligible for gifted and talented	94.8%	Down from 100.0%	94.8%	95.2%
	10.1%	Up from 9.1%	12.4%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	17.5%	Up from 16.4%	15.1%	14.1%
	9.7%	Up from 8.5%	4.9%	4.9%
Suspended or expelled	•		1.3%	1.3%
Annual dropout rate			0.0%	0.0%
Teachers (n= 79)				
Teachers with advanced degrees	57.0%	Up from 55.0%	45.5%	47.1%
Continuing contract teachers	73.4%	Down from 76.3%	80.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Down from 82.7%	82.7%	84.3%
Teacher attendance rate Average teacher salary	95.2%	Up from 94.5%	94.8%	95.0%
	\$40,091	Down 0.1%	\$38,879	\$39,924
Prof. development days/teacher	9.8 days	Up from 9.2 days	10.9 days	10.7 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio	22.1 to 1	Down from 24.2 to 1	20.8 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	89.2%	Down from 93.3%	88.3%	88.9%
	\$5,752	Up 42.5%	\$5,713	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	62.0%	Down from 69.6%	62.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0%	Up from 81.0%	95.7%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

			• •	
Δhhr	eviation	e tor N	liccina	I lata

						Ū			
1	N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Middle School (BMS) is accredited by the Southern Association of Colleges and Schools and continues to meet the goals of our five-year school renewal plan. These goals, a collaborative effort of all representatives of our School Improvement Council, assure that learning and improvement are continuous.

Our teachers showed commitment to professional growth and development. Our students performed well academically and artistically. BMS had 30 students involved in the strings music program. The school had students in the All County, All Region, and All State Band programs. Students were also involved in All County Chorus and the Berkeley Youth Symphony Orchestra programs. Twenty-one students received the President's Student Service Challenge Award. Sixteen students were named South Carolina Junior Scholars and 62 were identified as possible Duke TIP scholars. Students earned first place in the county Mock Trial competition. Students participated in the QUEST competition, the Post and Courier Math and Science competition, and the Berkeley County Quiz Bowl for middle school students. BMS students participated in 15 service learning school-wide activities.

Fifty percent of our certified staff have their Master's degrees or above. Three of our teachers are National Board Certified. Additionally, Spanish, French, and Gifted and Talented programs are offered to students during exploratory classes. Fifty students passed the high school equivalency test for computer technology. After school tutorial assistance is available through the A-Star and Homework Help programs.

BMS continues to support our High Performance Partnership with Santee Cooper. Parents and community members formed an Academic Booster Club to support areas of academic achievement, attendance, and extracurricular activities.

However, no school is as good as it can be. Berkeley Middle School needs to address several areas of concern in math and language arts in order to improve opportunities for all students. The staff will be teaching academic enrichment courses this year. The following programs are examples of some of the improvement strategies being implemented: Cunningham Reading Model, Six Plus One Writing Traits, STAR Math, STAR Reading, Accelerated Reader, Thinking Maps, Algebra I, and Honors English. We move forward with the shared vision that Berkeley Middle School is a community of learners.

Susan G. Gehlmann, Ed.D., Principal

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.